EDUCATIONAL THEORY

Index to Volume X

Anderson, Archibald W.—Milestones of Educational Progress: Horace Mann, 1796–1859; John Dewey 1859–1952, 1.
Are Values Verifiable?—Ernest E. Bayles, 71.

Bayles, Ernest E.—Are Values Verifiable?, 71.
Berkson, I. B.—Community Belief versus Individual Experience as a Basis for Education, 66.
Brameld, Theodore—Harold Ordway Rugg, 1886–1960, 176.
Brettschneider, Bertram D.—Sketch for an Organismic Philosophy of Education Coherence as an Ontological Principle, 133.
Brickman, William W.—John Dewey in Russia, 83.
Broudy, H. S.—Democracy and Education as a Pedagogical Problem, 40.
Broudy, H. S.—A Rejoinder to Mr. Levit, 97.
Browning, Robert L.—Philosophical Neutrality of Counselors, 142.
Bruce, William F.—A Study of Wider Sources in Educational Theory, 87.
Business Civilization and the Family, Part I.—Jack Otis, 161.
Business Civilization and the Family, Part II.—Jack Otis, 225.

Community Belief versus Individual Experience as Basis for Education—I. B. Berkson, 66.
Concept of Sarvodaya in Gandhian Education, The—Thomas A. Priest, 148.

Democracy and Education as a Pedagogical Problem—H. S. Broudy, 40.
Development and Substance of John Dewey's Religious Thought, The—George Ferree, 50.
Dewey's Concept of Communication and "Mindful" Behavior—John Martin Rich, 205.
John Dewey in Russia—William W. Brickman, 83.
John Dewey: Exponent of Intellectual Discipline—Joe Park, 32.
Dibden, Arthur J.—A Meditation on Communication, 280.

Education and Its Evasions—William Sacksteder, 187.
Education and the New Science—Vern M. Pings, 98.

Ferree, George—The Development and Substance of John Dewey's Religious Thought, 50.
Field View, Color, and Education Philosophy, The—Martin Levit, 89.
Foster, Frank C.—Horace Mann as Philosopher, 9.

"Going Beyond" Experimentalism—Philip G. Smith, 78.

Hardie, C. D.—The Philosophy of Education in a New Key, 255.
Hypothetical Thinking in Education—George S. Maccia, 182.

Implications of the Permissiveness Doctrine in American Education, The—Fred N. Kerlinger, 120.
Integrational Role of the Evolutionary Approach Throughout Education, The—Hermann J. Muller, 274.
Is a Science of Education Possible?—Howard A. Ozmon, Jr., 224.

Johnson, F. Ernest—Harold Ordway Rugg, 1886–1960, 176.

Kerlinger, Fred N.—The Implications of the Permissiveness Doctrine in American Education, 120.

Learning Theory and Objective Psychology in Education—William D. Spears, 107.
Levit, Martin—The Field View, Color, and Educational Philosophy, 89.

Maccia, George S.—Hypothetical Thinking in Education, 182.
Horace Mann as Philosopher—Frank C. Foster, 9.
Mead's Concept of Self: A Contribution to Educational Philosophy, 128.
Meditation on Communication, A—Arthur J. Dibden, 280.
Milestones of Educational Progress: Horace Mann, 1796–1859; John Dewey 1859–1952—Archibald W. Anderson, 1.
Muller, Hermann J.—The Integrational Role of the Evolutionary Approach Throughout Education, 274.
Must Pragmatists Disagree? Dewey and Schiller—Kenneth Winetrout, 57.

Nielsen, Kai—Reason and Language of Politics, 248.

Otis, Jack—Business Civilization and the Family, Part I, 161.
Otis, Jack—Business Civilization and the Family, Part II, 225.
Ozmon, Howard A., Jr.—Is A Science of Education Possible?, 224.

Park, Joe—John Dewey: Exponent of Intellectual Discipline, 32.
Peters, Herman J.—Philosophical Neutrality of Counselors, 142.
Philosophy of Education in a New Key, The—C. D. Hardie, 255.
Philosophical Neutrality of Counselors, On The—Robert L. Browning and Herman J. Peters, 142.
Pings, Vern M.—Education and the New Science, 98.
Priest, Thomas A.—The Concept of Sarvodaya in Gandhian Education, 148.

Rappaport, David—Mead's Concept of Self: A Contribution to Educational Philosophy, 128.
Reason and the Language of Politics—Kai Nielsen, 248.
Rejoinder to Mr. Levit, A—H. S. Broudy, 97.
Rich, John Martin—Dewey's Concept of Communication and "Mindful" Behavior, 205.
Role and Nature of Theory in the Education of the Gifted—Virgil S. Ward, 210.
Harold Ordway Rugg, 1886–1960—Theodore Brameld, F. Ernest Johnson, B. Othanel Smith, and Carleton Washburne, 176.

Sacksteder, William—Education and Its Evasions, 187.
Schneider, Samuel—On Some Criticisms of "Experimentalism" in Education from the Moral Point of View, 262.
Sketch for an Organismic Philosophy of Education Coherence as an Ontological Principle—Bertram D. Brettschneider, 133.
Smith, B. Othanel—Harold Ordway Rugg, 1886–1960, 176.
Smith, Philip G.—"Going Beyond" Experimentalism, 78.
Some Criticisms of "Experimentalism" in Education from the Moral Point of View, On—Samuel Schneider, 262.
Some Desirable Emphases in the Philosophy of Education—H. C. Sun, 217.
Spears, William D.—Learning Theory and Objective Psychology in Education, 107.
Status of John Dewey's Philosophical Position Today, The—I. N. Thut, 26.
Study of Wider Sources in Education Theory, A—William F. Bruce, 87.
Sun, H. C.—Some Desirable Emphases in the Philosophy of Education, 217.

Thut, I. N.—The Status of John Dewey's Philosophical Position Today, 26.

Ward, Virgil S.—The Role and Nature of Theory in the Education of the Gifted, 210.
Washburne, Carleton—Harold Ordway Rugg, 1886–1960, 176.
Winetrout, Kenneth—Must Pragmatists Disagree? Dewey and Schiller, 57.

BOOK REVIEW

(Reviewer's Name in Parenthesis)

Gould, Samuel B., *Knowledge Is Not Enough.* (Robert Hoffman), 285.